2008 Grade 12 Exit Survey

What's on Your Mind?

Anglophone Sector

New Nouveau Brunswick

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Department of Education

The ***2008 Grade 12 Exit Survey – What's on Your Mind?*** can be found on the Department of Education website at: www.gnb.ca/0000/pub-e.asp

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2008– Qu'est-ce que t'en penses?** est disponible au www.gnb.ca/0000/pub-f.asp

This report was prepared by the Policy and Planning Division.

Published by:
Department of Education
P.O. Box 6000
Fredericton NB E3B 5H1
Canada

ISBN: 978-1-55471-128-4

Printed in New Brunswick
June 2009

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Executive Summary

The Department of Education administered a survey among high school students concerning their experience at school, as well as their plans for the future. The survey was composed of nine sections:

- Demographic Information
- Academic Background
- School Environment
- E-Learning and New Technologies
- Enrichment Opportunities
- Language Skills
- Physical Activity and Healthy Living
- Learning Environment
- My Future

The survey was sent to a sample of graduates (35%) from both linguistic sectors in May 2008. In order to gather reliable data, each school received a list of names and students were required to answer a series of questions. The list of Grade 12 students was generated at random using the Central Student Data Repository (CSDR) at the Department of Education.

Student Profile

A little over half of the respondents were female. The majority of respondents (94%) spoke English at home and 3.0% spoke both French and English at home. Almost 7 out of 10 respondents lived with both parents and 17% with their mother. The vast majority (94%) of respondents were Canadian citizens born in Canada. Ten percent of respondents declared they were part of a visible minority, 3.1% a person with a disability and 6.8% followed a special education plan.

School Marks

It should be noted that school marks were provided by the respondents and may not represent the results actually achieved. Keeping this in mind and the fact that the number of students surveyed is but a sample of overall enrolment in these courses, Physics, Chemistry and Law were those in which the failure rate (less than 60%) was the highest. On the flip-side, Computer Science, History and French Second Language were the three subjects in which marks were the highest.

More than two out of three respondents never had to take a course more than once to receive a passing mark in high school. One respondent out of five had to retake at least one course, 7.9%, two courses and 4.0% had to retake three courses or more.

School Environment

Overall, respondents were satisfied with the school environment and enjoyed their experience at school. Four respondents out of five said students were generally well behaved in class and almost 70% did not believe that learning was interrupted by discipline problems. Nearly three-quarters of the respondents believed that discipline was managed effectively at school. Although 88% believed their school was a safe environment and 82% a place where they felt respected, 37% of respondents said they had, at one point, felt like an outsider at school.

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where almost 34% of respondents reported being bullied. Almost half of the respondents said it happened frequently and the majority were bullied by the same individuals. Despite being victims of bullying, only one in three reported it to their teachers and more than half reported it to their parents.

E-Learning and New Technologies

Overall, respondents were satisfied with the access to computers at school, their ability to use computers effectively and the usefulness of the computer skills they acquired. However, 26% were dissatisfied with the opportunities their school gave them to improve their computer skills, and 28% were dissatisfied with opportunities to participate in online courses. Approximately 29% of respondents indicated they were enrolled in an online course during high school of which 62% indicated they were satisfied with the online course.

For the most part, respondents were comfortable using computer technology as a learning tool. About 90% said they often used computer technology at home and 82% at school, as a research tool for school projects. Seventy-six percent of respondents said their teachers used computer technology as a learning tool.

Enrichment Opportunities

Between 50% and 60% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and outside of school. Two-thirds of respondents said they regularly or sometimes read the newspaper or online news, or watch TV news. However, a similar ratio said they never or rarely used their public or school library resources.

In all, 33% of respondents participated in a work experience program during high school and 8.9% in a youth apprenticeship program.

Thirty-five percent of respondents indicated that they never or rarely had the opportunity to participate in volunteer learning experiences. However, more than half said they regularly or sometimes had the opportunity to participate in trades courses, art courses and work-based learning.

Part-time employment is the activity to which respondents devoted the most time, followed by activities organized by the school. Almost half spent 10 hours or more a week at a part-time job. Although only 15% of respondents said they devoted at least one hour per week to a social action group, nearly half of did at least one hour of volunteer work in the community per week, including 4.0% who volunteered more than 10 hours per week.

Respondents had limited knowledge of school and district governance. The large majority of respondents knew nothing or very little about the District Education Council and Parent School Support Committee. Regarding different levels of government, 45% of respondents knew a fair amount or a lot about the Government of Canada, 39% about the Government of New Brunswick and 28% about municipal government. Although the majority of respondents had only limited knowledge of government, approximately 75% planned to vote in the next federal and provincial elections and 71% at the municipal election.

Seventeen percent of respondents did not know whether their parents or guardians were involved in school or district governance. Only 3.3% of respondents confirmed that their parents were involved in the District Education Council, 9.5% in the Parent School Support Committee and 10% in the Home and School Association.

Language Skills

Fifty-four percent were never enrolled in a French Immersion Program. Of the 46% of respondents who were enrolled in French Immersion, 47% were enrolled in early immersion and 53% in late immersion. Fifty-eight percent remained in an immersion program while 31% said they switched to the English program in high school and 10% switched before.

When they were taught French as a second language, 60% could easily understand their teacher and 46% could easily understand new ideas in French. Forty-two percent were comfortable using French outside school, however only 19% indicated using French in their daily activities.

Only 11% of respondents indicated being enrolled in a third language course at school and 65% were dissatisfied with the opportunities their school provided to participate in such courses. Only 17% of respondents were comfortable using a third language and the main reason for learning a third language was personal interest.

Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in activities other than Physical Education and to develop positive attitudes toward physical activities. In addition, nearly 80% of the respondents affirmed that their school promoted healthy eating and 73% that teachers showed a positive attitude towards healthy living and health related issues.

Learning Environment

The vast majority of respondents were satisfied with the learning environment and their teachers. Over eight out of ten agreed that their teachers knew their subject and cared about their learning success. According to over three-quarters of the respondents, resources were available to help them understand a lesson. Nearly nine out of ten said the lessons involved discussion, projects, and activities. More than 70% believed their school had strong school spirit and a positive learning environment, and 79% said their school offered activities and initiatives for the betterment of students.

My Future

The majority of respondents planned to pursue some form of post-secondary education after they finished high school including 35% who planned to study at a public university in New Brunswick, 17% at a New Brunswick Community College, 13% in a university outside New Brunswick and 3% at a college outside the province. Almost 12% of the respondents did not intend to pursue studies immediately. Only 1.2% of respondents intended to begin work with no plans to undertake further studies, and 3.5% intended to take time off from work and studies altogether.

Most respondents, as well as their parents, expected to obtain a university degree followed closely by a certificate or diploma in two years or less. Approximately 8.0% of respondents planned to stop at high school.

According to respondents, not having enough money was the main barrier to pursuing a post-secondary education.

The majority of respondents appeared satisfied with the knowledge acquired at school. About eight respondents out of ten said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. Almost three-quarters of respondents believed that school prepared them for post-secondary studies and 66% for work.

Fifty percent of respondents planned to stay in the province and 29% planned to leave the province but come back in a few years. Only 22% of respondents planned to leave the province with no plan to come back.

Methodology

In May 2008, the Department of Education sent all high schools in the province the *2008 Grade 12 Exit Survey - What's on Your Mind?*. The survey provides graduates the opportunity to share their opinion on various issues such as enrichment opportunities at school, access to new technologies, and the school environment. The survey also provides the Department with data on students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

Sample Design and Selection

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the same questions were used in the 2008 survey, however one question was added regarding experiential learning opportunities. The questionnaire informs the various targets set by the Department.

A list containing the names of randomly selected Grade 12 students, representing 35% of the school's graduating population, was submitted to each high school in the province. Each school received a list of 10 additional names to replace students who could not participate in the survey owing to extended absence or other valid reasons. This list of additional names could be increased at the request of a school principal. The rate of return varied from one school to another, but a total of 1,903 students were surveyed, which represents 30% of the entire Grade 12 student population in the anglophone sector as of March 2008.

Note: The same sampling rules also applied to the francophone sector.

Data Analysis

The survey is made up of different questions organized into nine themes (Appendix A). Students were instructed to answer the questions, unless otherwise indicated, as an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly are not included in the total sum (n=). Consequently, a specific number 'n' is associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers are not included in the analysis.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

The SPSS program was used to analyze the data.

Detailed Results

Section A – Demographic Information

Student Profile

Table 1 shows the demographic profile of students who participated in the Exit Survey.

- A little over half of the respondents were female.
- English was the language most spoken at home. Ninety-four percent of respondents spoke English at home and 3.0% spoke both French and English at home.
- The vast majority of respondents were 17 or 18 years old.
- Over 5.0% of respondents self-identified as Aboriginal, including 3.4% living in a First Nation community, and 2.2% not living in a First Nation community.
- Ten percent of respondents said they belonged to a visible minority.
- On the whole, the vast majority (94%) of the respondents were Canadian citizens born in Canada.
- Almost 70% respondents lived with both parents, while 17% lived with their mother. Less than 4% of the respondents lived with their father and a similar percentage shared time between their mother and father.
- Three percent of respondents said they are a person with a disability, and 7% said they follow a special education plan.

Table 1 – Student Profile	
Gender (n=1896)	
Male	48.5%
Female	51.5%
Language spoken at home (n=1889)	
English	93.9%
French	1.0%
Equally, both French and English	3.0%
Other Language(s)	2.1%
Age (n=1895)	
16 or under	0.3%
17	52.8%
18	40.7%
19	5.0%
20	0.6%
21 or over	0.5%
Member of a visible minority or an Aboriginal person (n=1857)	
An Aboriginal person living in a First Nation community	3.4%
An Aboriginal person not living in a First Nation community	2.2%
A visible minority *(other than Aboriginal)*	9.8%
Citizenship (n=1885)	
A landed immigrant in Canada	3.2%
A non-permanent resident of Canada	0.7%
A Canadian citizen born in Canada	94.4%
Other	1.7%
Living with (n=1886)	
Both parents	69.7%
Mother only	16.8%
Father only	3.9%
Time shared between mother and father	4.1%
Guardian(s)	2.3%
Other	3.3%
A person with a disability (n=1887)	
Yes	3.1%
Following a special education plan (n=1888)	
Yes	6.8%

Section B – Academic Background

Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. More than half of the respondents reported receiving marks in the 70% to 89% range in most subjects.

Computer Science (76%), History (66%) and French Second Language (61%) are the three subjects in which marks were the highest[1]. On the other hand, Physics (11%), Chemistry (9.3%), and Law (7.3%) are the three subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

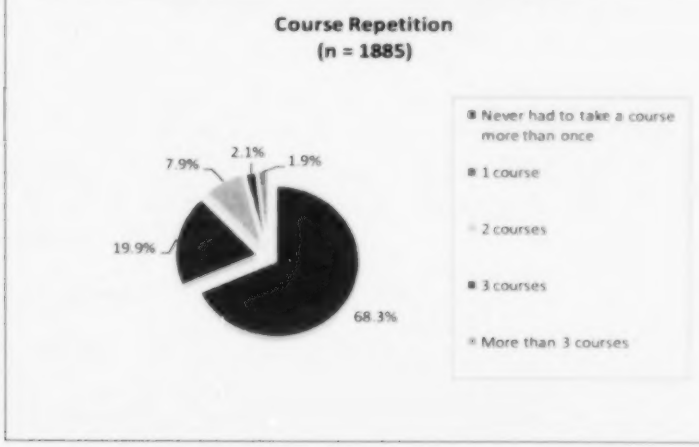
Table 2 – Most Recent Marks
What were your most recent marks in the following subject areas?

	90% or more	*80%-89%*	*70%-79%*	*60%-69%*	*Less than 60%*	n
Mathematics	18.0%	25.5%	26.4%	24.1%	6.0%	1786
English	18.0%	39.0%	26.2%	14.0%	2.9%	1853
French second language	24.9%	35.8%	22.8%	13.1%	3.4%	1339
Biology	19.9%	32.7%	25.2%	17.1%	5.0%	1420
Physics	23.0%	31.0%	19.0%	16.4%	10.5%	967
Chemistry	22.9%	25.0%	25.2%	17.7%	9.3%	1216
Computer Science (any)	45.3%	31.0%	14.2%	6.9%	2.6%	839
Law	27.3%	30.7%	22.8%	11.9%	7.3%	714
History	28.9%	37.3%	21.4%	10.9%	1.4%	1688
Environmental Science	29.3%	29.9%	23.1%	13.2%	4.5%	736

Course Repetition

Over two-thirds of all respondents never had to take a course more than once to receive a passing mark during high school. Twenty percent had to retake one course, and 7.9%, two courses. Four percent of respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition
Did you have to take any high school courses more than once in order to receive a passing mark; if yes, how many courses?



[1] Includes marks of 80% or higher.

Section C – School Environment

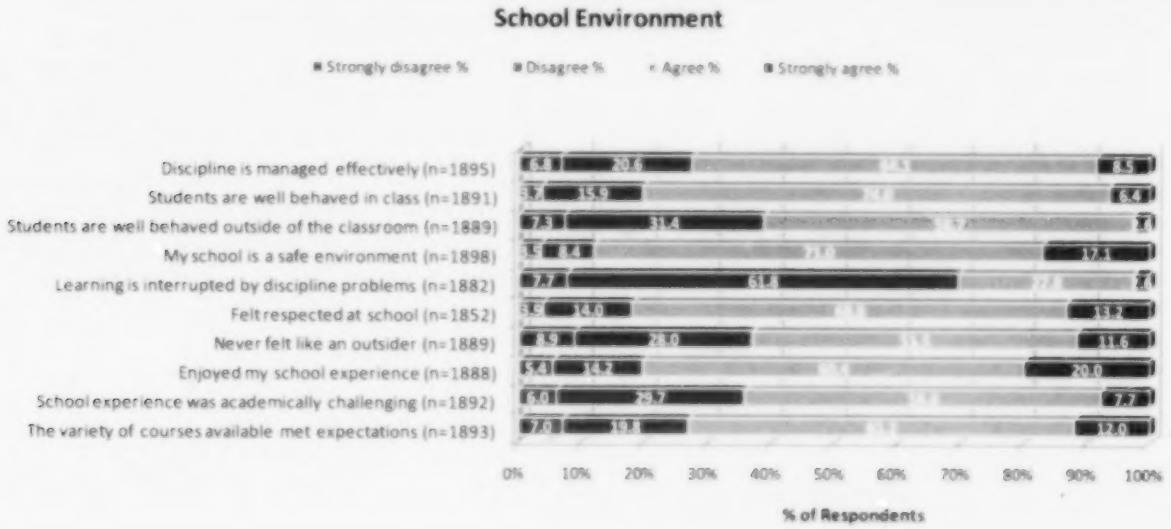
Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Nearly three-quarters of respondents believed that discipline was managed effectively at school. Four respondents out of five said students were well behaved in class but only 61% said students were well behaved outside of the classroom. In all, almost 70% of respondents did not believe that learning was interrupted by discipline problems.

Eighty-eight percent of respondents agreed or strongly agreed that their school was a safe environment and 82% agreed or strongly agreed that it was a place where they felt respected. However, 37% disagreed, including 8.9% who strongly disagreed with the statement that their school was a place where they never felt like an outsider.

Four respondents out of five enjoyed their school experience, and almost two-thirds considered their school experience academically challenging. Finally, nearly three-quarters said the variety of courses available met their expectations.

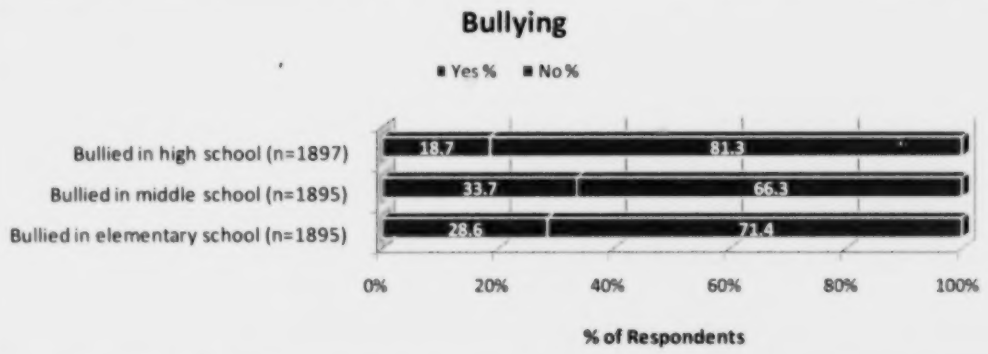
Figure 2 – Satisfaction with the School Environment
How do you feel about each of the following statements?



Bullying

Bullying at school was present at all grade levels, but more significantly in Grades 6 to 8, where 34% of respondents reported being bullied. Twenty-nine percent of respondents were bullied in elementary school and over 18% in high school.

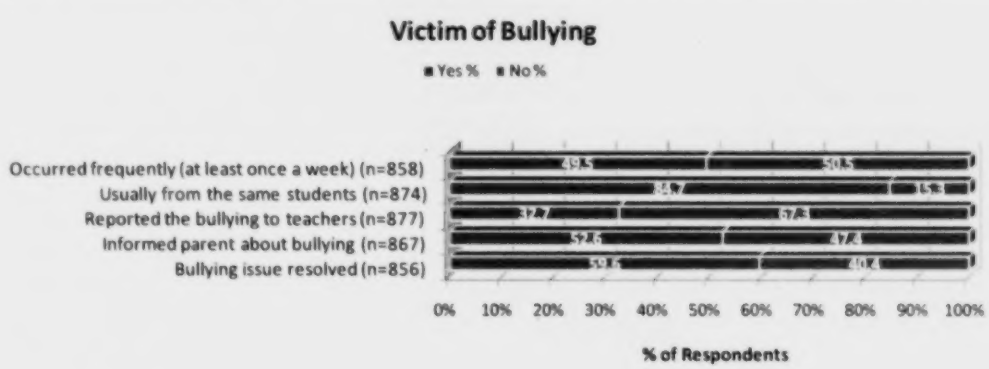
Figure 3 – Bullying



Victim of Bullying

Of the respondents who reported being bullied at school, half were bullied frequently (50%) and the majority were bullied by the same people (85%). Only 33% of respondents reported it to their teachers, but more than half reported being a victim of bullying to their parents. In the end, about 60% of the victims said the issue had been resolved.

Figure 4 – Victim of Bullying

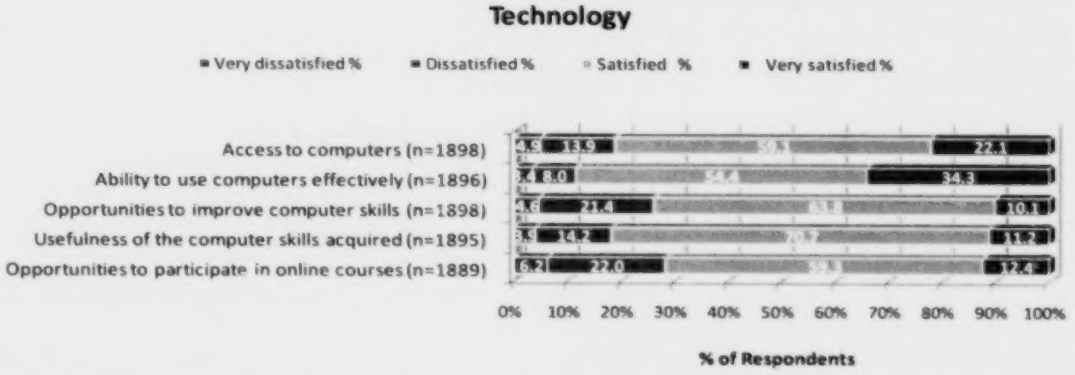


Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 81% of respondents were satisfied or very satisfied with their access to computers at school. A similar percentage of respondents were also satisfied with the computer skills acquired at school. While 89% of respondents were satisfied with their ability to use computers effectively, 26% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 28% were dissatisfied or very dissatisfied with opportunities to participate in online courses.

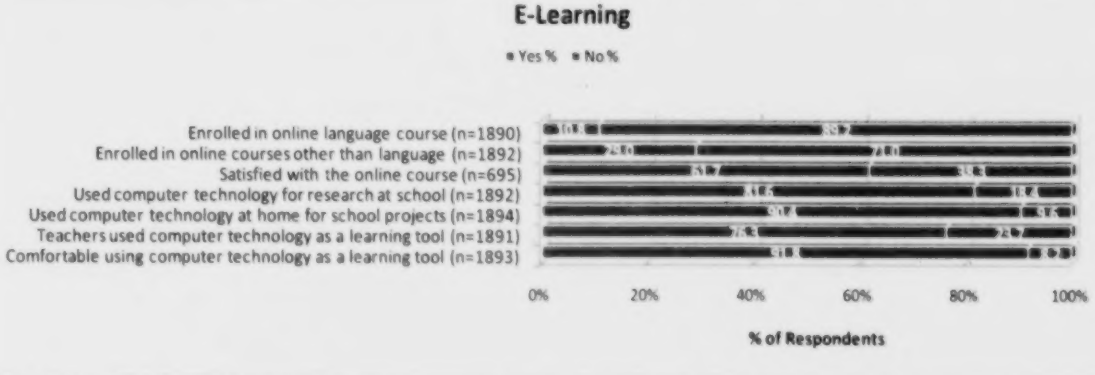
Figure 5 – Satisfaction with Technology Used at School
Indicate your level of satisfaction for each of the following statements.



E-Learning

Twenty-nine percent of respondents indicated they were enrolled in an online course during high school and an additional 11% in an online language course. Sixty-two percent indicated they were satisfied with the online course they were enrolled in. About 90% said they often used computer technology at home and 82% at school, as a research tool for school projects. Seventy-six percent of respondents said their teachers used computer technology as a learning tool.

Figure 6 – E-Learning


E-Learning
Yes %
No %
Enrolled in online language course (n=1890)
Enrolled in online courses other than language (n=1892)
Satisfied with the online course (n=695)
Used computer technology for research at school (n=1892)
Used computer technology at home for school projects (n=1894)
Teachers used computer technology as a learning tool (n=1891)
Comfortable using computer technology as a learning tool (n=1893)
0%
20%
40%
60%
80%
100%
% of Respondents

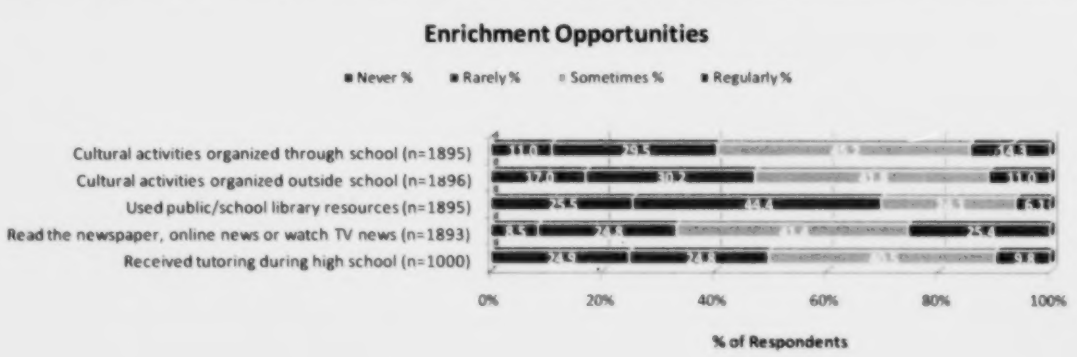
Section E – Enrichment Opportunities

Enrichment Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in enrichment activities, between 50% and 60% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized by the school and in activities organized outside of school.

Almost 70% of respondents said they never or rarely used public or school library resources. However, 25% read the newspaper or online news, or watched TV news on a regular basis, and 41% did so occasionally. Fifty percent of respondents sometimes or regularly received tutoring during high school.

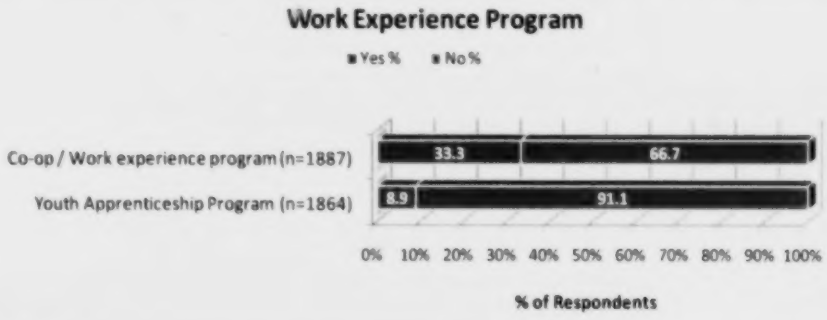
Figure 7 – Enrichment Opportunities at School and Outside School



Participation in a Work Experience Program

In all, 33% of respondents participated in a work experience program during high school and 8.9% in a youth apprenticeship program.

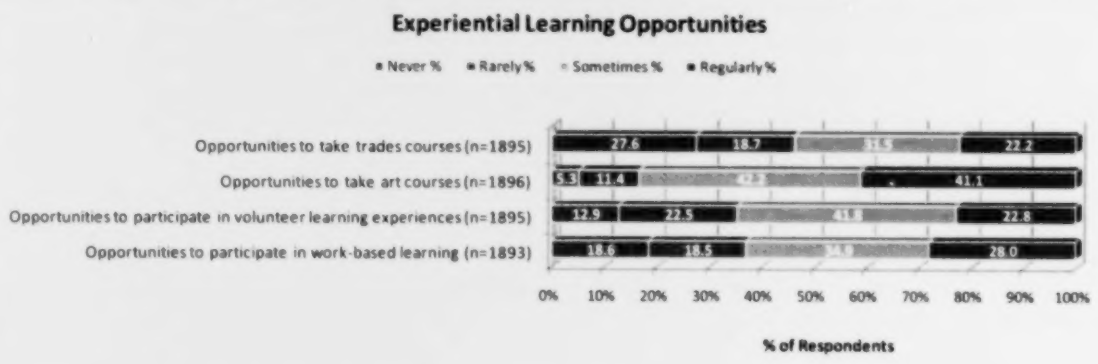
Figure 8 – Participation in a Work Experience Program
Did you participate in any of the following during your high school years?



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, over half of the respondents said they regularly or sometimes participated in trades courses (54%), art courses (83%) and work-based learning (63%). Thirty-five percent of respondents indicated that they never or rarely had the opportunity to participate in volunteer learning experiences.

Figure 9 – Participation in Experiential Learning Opportunities



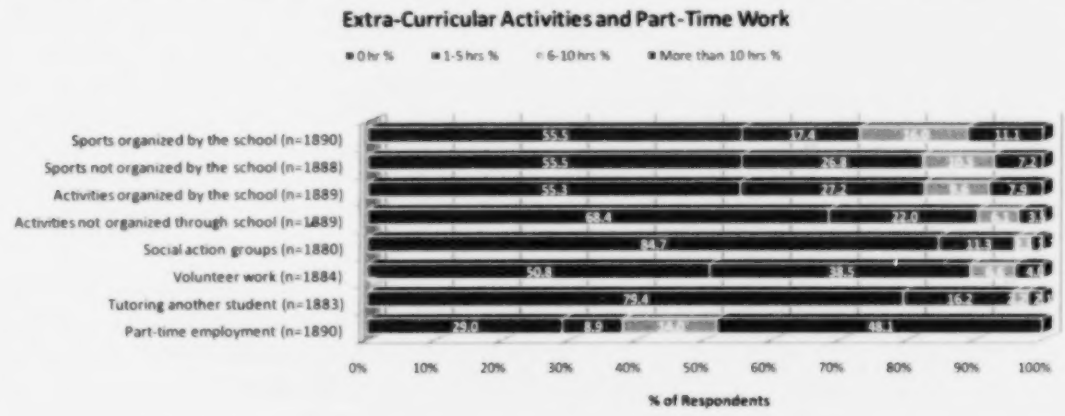
Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Respondents reported that part-time employment, activities organized by the school and sports were the three activities to which they devoted the most time (more than 10 hours a week). However, the most common activity was part-time employment, on which 48% of respondents spent more than 10 hours a week.

Only 17% of respondents devoted between one and five hours per week to sports organized by the school, and 27% devoted the same number of hours to sports organized outside of school. Almost 45% of the respondents participated in activities organized by their school at least one hour a week (e.g. drama, clubs and student council).

Nearly half of the respondents did at least one hour of volunteer work in the community per week, including 4.0% who volunteered more than 10 hours per week. Twenty percent of respondents said they tutored another student for at least one hour a week.

Figure 10 – Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment
Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?

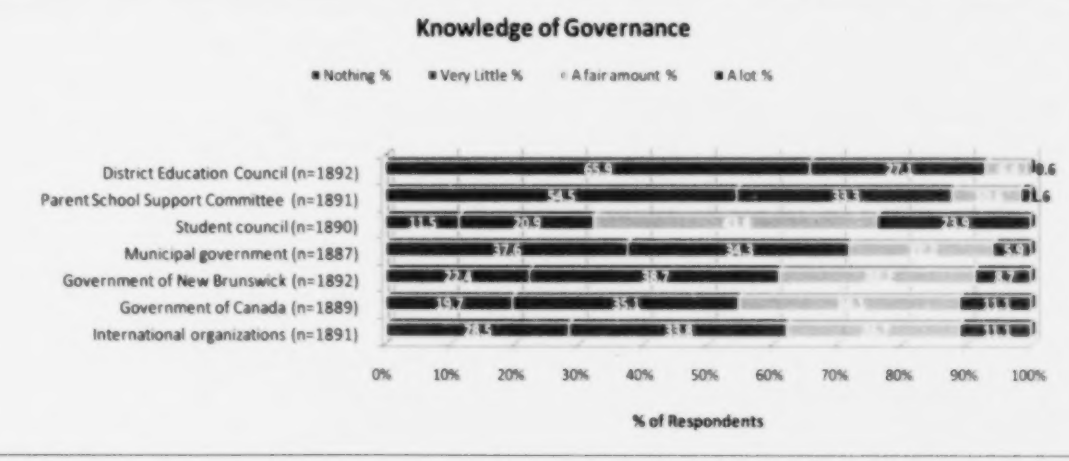


Knowledge of Governance

When asked to indicate how much they knew about governance, respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (66%) or very little (27%) about the District Education Council. In comparison, only 12% of respondents said they had a fair amount or a lot of knowledge about the role of the Parent School Support Committee. However, 68% said they had a fair amount or a lot of knowledge about the role of the student council.

Knowledge of government varied by level. Forty-five percent of respondents knew a fair amount or a lot about the Government of Canada, while 39% said the same about the Government of New Brunswick and 28% about municipal government. A little over one-third of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).

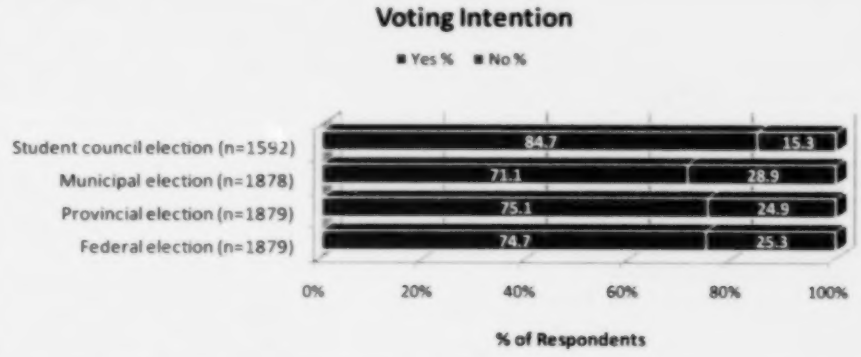
Figure 11 – Knowledge of Governance
How much do you know about the role of each of the following?



Voting Intention

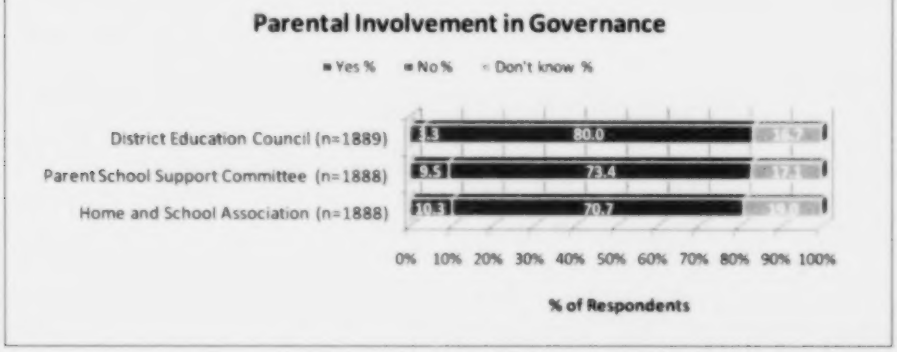
Approximately 75% of respondents said they planned to vote in the next federal and provincial elections or when they were legally entitled to vote. Seventy-one percent also planned to vote in a municipal election. The intention to vote in student council elections at university or college was even higher at 85%.

Figure 12 – Voting Intention
Do you plan to vote in the following elections when you are legally entitled to?



Parental Involvement in School and District Governance

Figure 13 – Parental Involvement in School and District Governance
Were your parents/guardians involved in the following?



About 17% of respondents did not know whether their parents or guardians were involved in school or district governance. Only 3.3% confirmed that their parents were involved in the District Education Council and 9.5% in the Parent School Support Committee. Ten percent of respondents confirmed that their parents were involved in the Home and School Association.

Section F – Language Skills

French Immersion

According to respondents, 54% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 47% were enrolled in early immersion and 53% in late immersion.

French Immersion Retention

Of those who had been enrolled in French Immersion at one point during the course of their studies, 59% remained in an immersion program, while 31% switched to the English program in high school and 10% switched before or in Grade 8.

Figure 14 – French Immersion
If you were enrolled in French Immersion were you enrolled in:

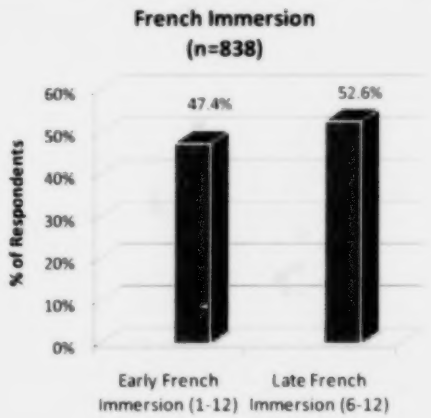
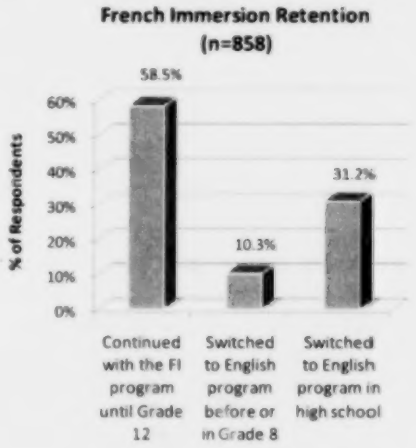


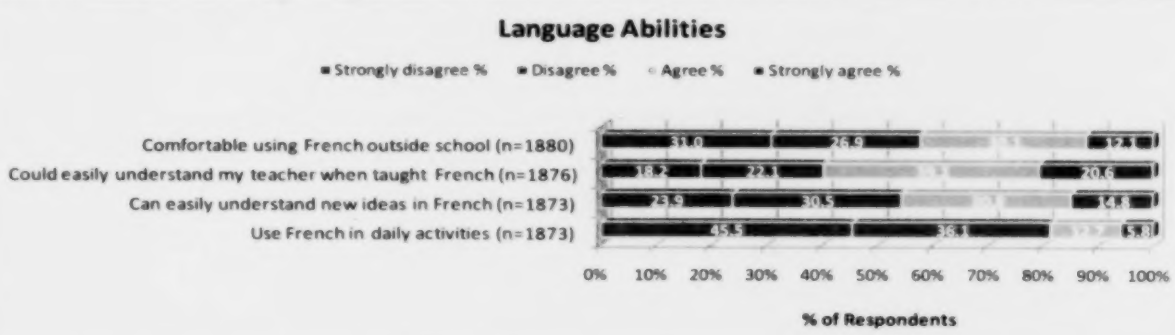
Figure 15 – French Immersion Retention
If you were enrolled in French Immersion did you:



Language Abilities

When asked about their language skills, 42% of respondents said they were comfortable speaking French outside school. However, only 19% indicated using French in their daily activities. When they were taught French as a second language, 60% could easily understand their teacher, and 46% could easily understand new ideas in French.

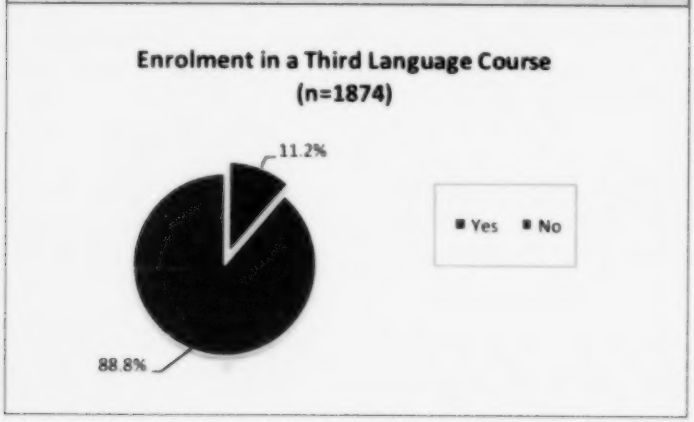
Figure 16 – Language Abilities
Indicate how much you agree with the following statements concerning language skills.



Enrolment in a Third Language Course

Approximately 11% of respondents indicated they were enrolled in a third language course at school.

Figure 17 – Enrolment in a Third Language Course
Were you ever enrolled in a third language course at school?



Third Language

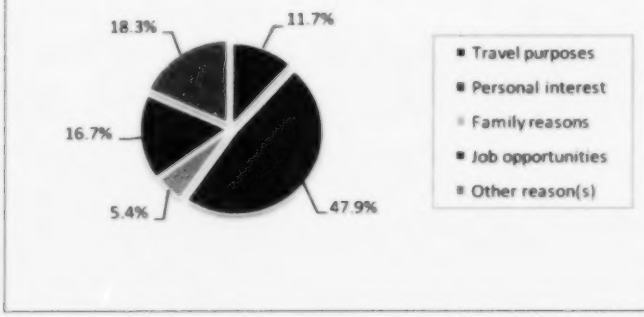
Only 36% of respondents were satisfied with the opportunities their school provided them to participate in third language courses, and only 17% of the respondents were comfortable using a third language.

Table 3 – Third Language *Indicate how much you agree with the following statements concerning language skills.*	
I am comfortable using a third language. (n=1720)	
Strongly disagree	51.6%
Disagree	31.2%
Agree	13.2%
Strongly agree	4.0%
I am satisfied with the opportunities that my school gave me to participate in third language courses. (n=1725)	
Strongly disagree	33.7%
Disagree	30.8%
Agree	30.7%
Strongly agree	4.8%

Main Reason for Enrolling in a Third Language Course

The main reason, given by almost 48% of respondents, for learning a third language, was personal interest, followed by job opportunities (17%), travel purposes (12%), family (5.4%), or for other reasons (18%).

Figure 18 – Main Reason for Enrolling in a Third Language Course
What was your main reason for enrolling in a third language course?



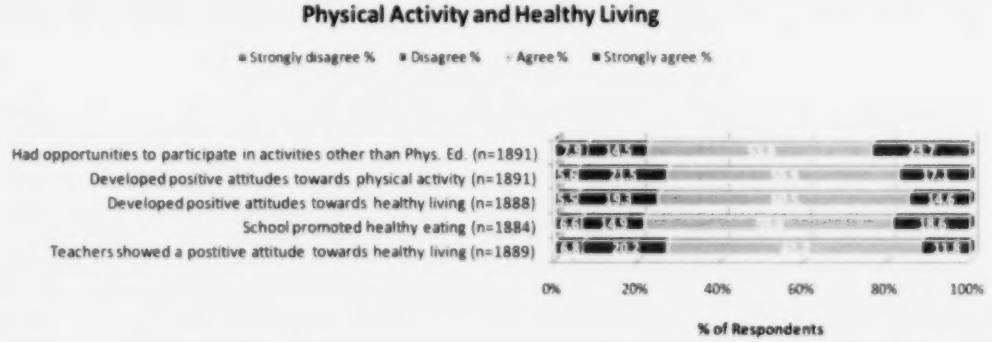
Section G – Physical Activity and Healthy Living

Physical Activity and Healthy Living

The majority of respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Three-quarters of the respondents said their school enabled them to develop positive attitudes toward healthy living and almost 8 out of 10 indicated that their school promoted healthy eating.

Almost three-quarters of respondents agreed or strongly agreed that their teachers showed a positive attitude towards healthy living and health related issues.

Figure 19 – Physical Activity and Healthy Living
Thinking specifically of your high school years, how do you feel about each of the following statements?



Section H – Learning Environment

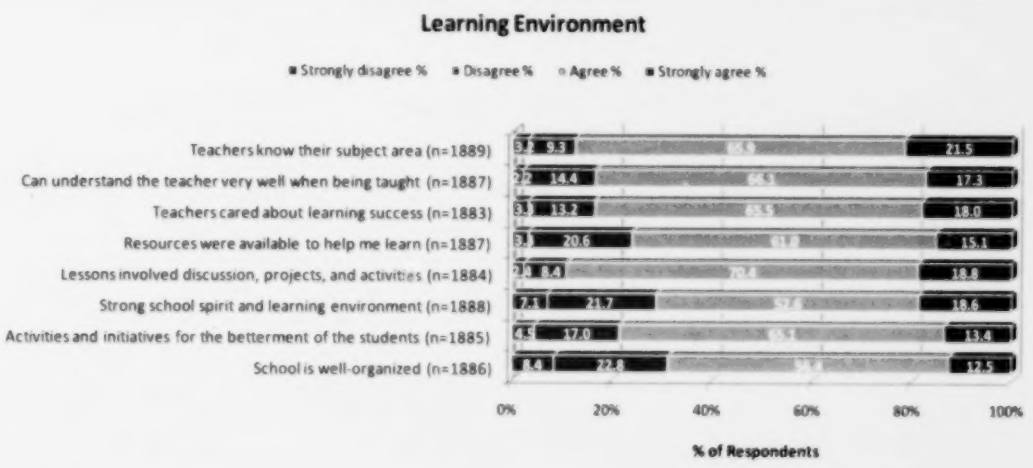
Satisfaction with the Learning Environment

With respect to their high school experience, the vast majority of respondents were satisfied with the learning environment. Nearly nine respondents out of ten agreed or strongly agreed that their teachers knew their subject area, and more than eight out of ten also said they understood their teacher very well during class.

According to over three-quarters of the respondents, resources were available to help them understand the lessons. Over four respondents out of five said that overall, their teachers cared about their learning success. Nearly nine respondents out of ten said that the lessons involved discussion, projects and activities.

More than 71% of the respondents agreed or strongly agreed with the statement that their school had strong school spirit and a positive learning environment. Almost 79% said their school offered activities and initiatives for the betterment of students, and 69% felt their school was well-organized.

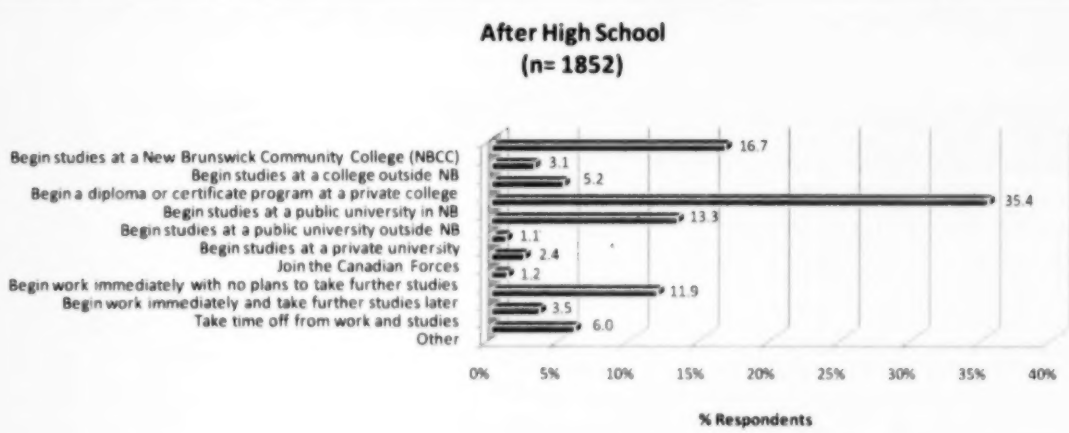
Figure 20 – Satisfaction with the Learning Environment
Indicate your overall satisfaction with your high school learning environment.



Most Likely to do After High School

The vast majority of respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 35% said they would attend a public university in New Brunswick, and nearly 17% a New Brunswick Community College. A small proportion of respondents intended to continue their studies at a university (13%) or a college (3.1%) outside New Brunswick. Less than 12% of the respondents intended to begin working following high school and pursue their studies at a future date. Only 1.2% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.5% intended to take time off from work and studies altogether.

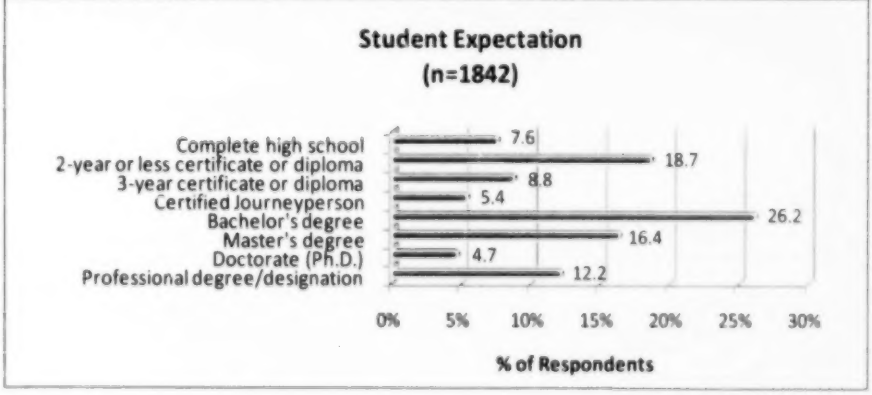
Figure 21 – Most Likely to do after High School
What do you think you are most likely to do after you finish high school?



Expectation Regarding Future Studies

Most respondents expected to obtain a university degree followed closely by a certificate/diploma in two years or less (19%). Over a quarter of the respondents planned to obtain a bachelor's degree, 16% a master's degree, 4.7% a doctorate, and 12% a professional degree/designation (lawyer, dentist, etc.). Only 7.6% of respondents planned to stop at high school.

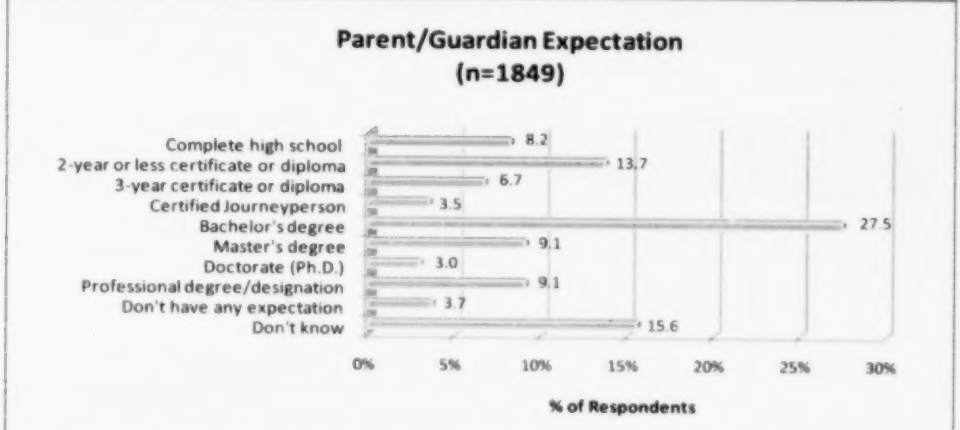
Figure 22 – Expectation Regarding Future Studies
How far do you expect to go in your future studies?



Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree and obtaining a certificate / diploma in two years or less were the two most common levels of education expected by parents. These were followed by obtaining a master's degree or a professional degree/designation. Sixteen percent of respondents did not know what their parents expected. It should be noted that only 3.7% of respondents said their parents did not have any expectations regarding their future studies.

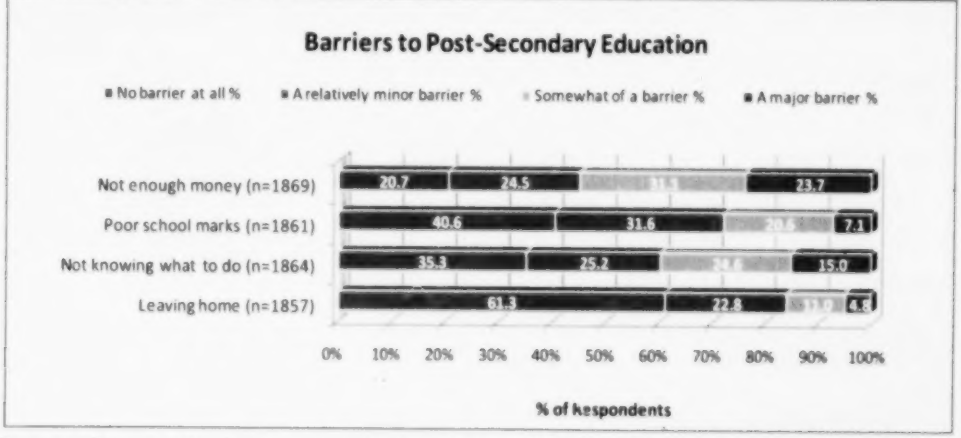
Figure 23 – Parent/Guardian Expectations Regarding their Child's Future Studies
How far do think your parents / guardians expect you to go in your future studies?



Barriers to Pursuing a Post-Secondary Education

According to 55% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Nearly 24% of respondents believed money was a major barrier, and 31%, somewhat of a barrier. Fifteen percent also said that not knowing what they really want to do was a major barrier, and 25% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 28% of the respondents. On the other hand, 61% of the respondents did not believe that having to leave home was a barrier, and 23% believed that it was only a relatively minor barrier.

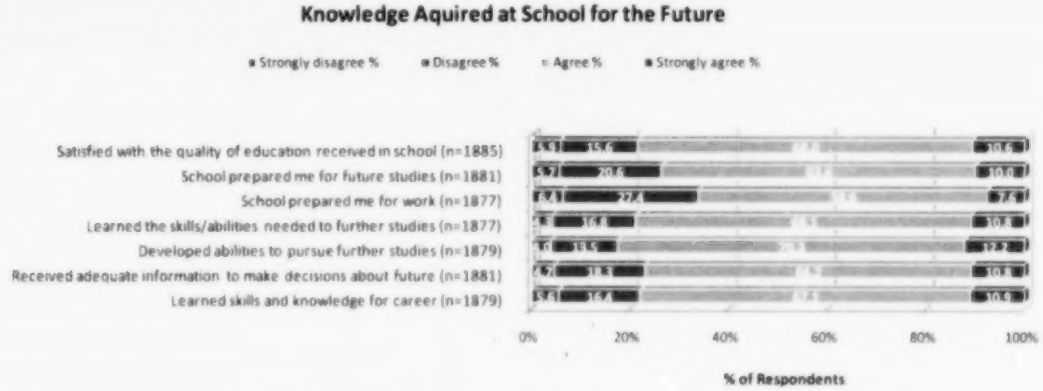
Figure 24 – Barriers to Pursuing a Post-Secondary Education
To what extent do you see the following as barriers for you in furthering your education beyond high school?



Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Almost eight respondents out of ten said they were satisfied with the quality of education received in school and believed they had learned the skills and developed the abilities needed to pursue further studies. Almost three-quarters of respondents believed that school prepared them for post-secondary studies and 66% for work. Lastly, 77% of respondents agreed or strongly agreed with the statement that they received adequate information to make decisions about their future.

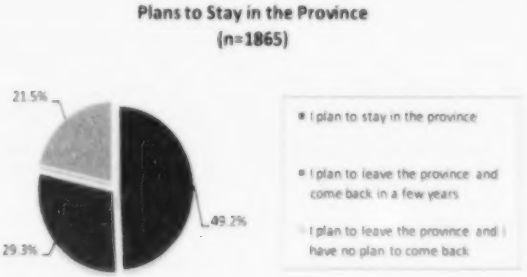
Figure 25 – Satisfaction with the Knowledge Acquired at School
Indicate how you feel about each of the following statements.


Knowledge Aquired at School for the Future
Strongly disagree %
Disagree %
Agree %
Strongly agree %
Satisfied with the quality of education received in school (n=1885)
School prepared me for future studies (n=1881)
School prepared me for work (n=1877)
Learned the skills/abilities needed to further studies (n=1877)
Developed abilities to pursue further studies (n=1879)
Received adequate information to make decisions about future (n=1881)
Learned skills and knowledge for career (n=1879)
0%
20%
40%
60%
80%
100%
% of Respondents

Plans to Stay in the Province

Almost fifty percent of respondents planned to stay in the province and 29% planned to leave the province but come back in a few years. Only 22% of respondents planned to leave the province with no plan to come back.

Figure 26 – Plans to Stay in the Province
Are you planning to stay in the province in the future?


Plans to Stay in the Province
(n=1865)
21.5%
49.2%
29.3%
I plan to stay in the province
I plan to leave the province and come back in a few years
I plan to leave the province and I have no plan to come back

Participation in a Follow-up Survey

Fifty-one percent of respondents agreed to be contacted for a follow-up survey.

Table 4 – Participation in a Follow-up Survey
In the future, would you agree to be contacted to answer a follow-up survey?

Yes	50.9%
No	49.1%

Appendix
2008 "What's on Your Mind"
Grade 12 Exit Survey

2008 "What's on Your Mind?" Grade 12 Exit Survey

New Nouveau Brunswick
Be...in this place · Être...ici on le peut

Introduction

You have been chosen to participate in a survey of Grade 12 students in order to help us (the Department of Education, your school district and school) understand your opinions of your school experience, activities and future plans.

Your answers are **confidential** and important to us.

Thank you for taking the time to participate.

Instructions

Read every question carefully, and then answer each question by filling in the appropriate bubble.

Each bubble must be filled completely.

For example:

Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
O_1	O_2	● $_3$	O_4

Answer each question. If a question does not apply to you, fill in the not applicable (N/A) bubble. Only one answer is accepted for each question.

Unless otherwise indicated, the questions relate to your high school (9-12) experience.

The survey will take approximately 30 minutes to complete.

You may now proceed

2008 "What's on Your Mind?" Grade 12 Exit Survey

New Nouveau Brunswick
Be...in this place - Être...ici on le peut

SECTION A: Demographic Information

A1) **Are you male or female?**

- Male O_1
- Female O_2

A2) **What language do you speak at home most or all of the time?**

- English O_1
- French O_2
- Equally both French and English O_3
- Other Language(s) O_4

A3) **How old are you?**

- 16 or under O_1
- 17 O_2
- 18 O_3
- 19 O_4
- 20 O_5
- 21 or over O_6

A4) **Are you?**

- An Aboriginal person living on a First Nation O_1
- An Aboriginal person not living on a First Nation O_2
- A visible minority *(other than Aboriginal)* O_3
- None of the above O_4

A5) **Are you?**

- A landed immigrant in Canada O_1
- A non-permanent resident of Canada O_2
- A Canadian citizen born in Canada O_3
- Other O_4

A6) **With whom do you live most or all of the time?**

- Both parents O_1
- Mother only O_2
- Father only O_3
- Time shared between mother and father O_4
- Guardian(s) O_5
- Other O_6

A7) **Do you have a disability?**

- Yes O_1
- No O_2

SECTION B: Academic Background

B1) **Do you follow a special education plan?**

- Yes O_1
- No O_2

B2) **What were your <u>most recent</u> final marks in the following subject areas?** *(If you were never enrolled in one of the following courses, indicate N/A.)*

<u>NOTE: If you are following a special education plan and you do not receive marks, indicate N/A to the following questions.</u>

		N/A	*90% or more*	*80%-89%*	*70%-79%*	*60%-69%*	*Less than 60%*
a)	Mathematics	O_0	O_1	O_2	O_3	O_4	O_5
b)	English	O_0	O_1	O_2	O_3	O_4	O_5
c)	French second language	O_0	O_1	O_2	O_3	O_4	O_5
d)	Biology	O_0	O_1	O_2	O_3	O_4	O_5
e)	Physics	O_0	O_1	O_2	O_3	O_4	O_5
f)	Chemistry	O_0	O_1	O_2	O_3	O_4	O_5
g)	Computer science *(any)*	O_0	O_1	O_2	O_3	O_4	O_5
h)	Law	O_0	O_1	O_2	O_3	O_4	O_5
i)	History *(any)*	O_0	O_1	O_2	O_3	O_4	O_5
j)	Environmental science	O_0	O_1	O_2	O_3	O_4	O_5

	Never had to take a course more than once	*1 course*	*2 courses*	*3 courses*	*More than 3 courses*
B3) **Did you have to take any high school courses more than once in order to receive a passing mark? If <u>yes</u>, how many?**	O_0	O_1	O_2	O_3	O_4

SECTION C: School Environment

C1) **How do you feel about each of the following statements?**

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
a)	Discipline is managed effectively at school.	O_1	O_2	O_3	O_4
b)	Students are generally well behaved in class.	O_1	O_2	O_3	O_4
c)	Students are generally well behaved outside of the classroom *(e.g. in the hallways, on the bus, on school property).*	O_1	O_2	O_3	O_4

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
d)	My school is a safe environment.	O1	O2	O3	O4
e)	Learning is interrupted by discipline problems.	O1	O2	O3	O4
f)	I felt respected at school.	O1	O2	O3	O4
g)	My school is a place where I never felt like an outsider.	O1	O2	O3	O4
h)	I enjoyed my school experience.	O1	O2	O3	O4
i)	My school experience was academically challenging.	O1	O2	O3	O4
j)	The variety of courses available met my expectations.	O1	O2	O3	O4

C2) **Answer the following questions regarding bullying at school.**

		Yes	*No*
a)	I was bullied during my high school years.	O1	O2
b)	I was bullied during my middle school years.	O1	O2
c)	I was bullied during my elementary school years.	O1	O2

C3) **Answer the follow-up questions regarding bullying at school.**

NOTE: if you were never bullied at school, indicate N/A to the following questions.

		N/A	*Yes*	*No*
a)	Did the bullying occur frequently *(at least once a week)*?	O0	O1	O2
b)	Did the bullying usually come from the same students?	O0	O1	O2
c)	Did you report the bullying to your teachers?	O0	O1	O2
d)	Did you inform your parent/guardian that you were bullied at school?	O0	O1	O2
e)	Was the bullying issue resolved?	O0	O1	O2

SECTION D: E-Learning and New Technologies

D1) **Indicate your level of satisfaction for each of the following statements.**

		Very dissatisfied	*Dissatisfied*	*Satisfied*	*Very satisfied*
a)	Access to computers in the school.	O1	O2	O3	O4
b)	My ability to use computers effectively.	O1	O2	O3	O4

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
c)	Opportunities that my school gave me to improve my computer skills.	O1	O2	O3	O4
d)	Usefulness of the computer skills acquired.	O1	O2	O3	O4
e)	Opportunities that my school gave me to participate in online courses.	O1	O2	O3	O4

D2) **Indicate 'yes' or 'no' to the following questions regarding e-learning and new technologies.**

		N/A	Yes	No
a)	During your high school years, did you enroll in an online language course?		O1	O2
b)	During your high school years, did you enroll in an online course other than language?		O1	O2
c)	Are you satisfied with the online course you were enrolled in? *(If you did not enroll, indicate N/A.)*	O0	O1	O2
d)	At school, did you often use computer technology (Internet, CD ROM) as a source of research?		O1	O2
e)	At home, did you often use computer technology (Internet, CD ROM) as a source of research for school projects?		O1	O2
f)	During your high school years, did the majority of your teachers use computer technology as a learning tool?		O1	O2
g)	Are you comfortable using computer technology as a learning tool?		O1	O2

SECTION E: Enrichment Opportunities

E1) **Answer the following questions regarding enrichment opportunities.**

		N/A	Never	Rarely	Sometimes	Regularly
a)	Have you had opportunities in high school to participate in cultural activities organized through school *(e.g. plays, visits to museums, art galleries, musical groups)?*		O1	O2	O3	O4
b)	Have you had opportunities in high school to participate in cultural activities organized outside of school *(e.g. visited a museum or went to a play with your parents/guardians)?*		O1	O2	O3	O4
c)	How often do you use the public or school library resources?		O1	O2	O3	O4
d)	How often do you read the newspaper, online news or watch TV news?		O1	O2	O3	O4
e)	If you needed any, did you receive tutoring during your high school years? *(If you did not need any, indicate N/A.)*	O0	O1	O2	O3	O4

E2) **Did you participate in any of the following during your high school years?**

	Yes	*No*
a) Co-op / Work experience program	O1	O2
b) Youth Apprenticeship Program	O1	O2

E3) **Answer the following questions regarding experiential learning opportunities.**

		Never	*Rarely*	*Sometimes*	*Regularly*
a)	Have you had opportunities in high school to take courses in the trades?	O1	O2	O3	O4
b)	Have you had opportunities in high school take courses in the arts, including music?	O1	O2	O3	O4
c)	Have you had opportunities in high school to participate in volunteer learning experiences *(e.g. volunteered as part of a classroom activity or assignment)*?	O1	O2	O3	O4
d)	Have you had opportunities in high school to participate in work-based learning *(e.g. cooperative education courses)*?	O1	O2	O3	O4

E4) **Approximately how many <u>hours</u> per week are you involved in extra-curricular activities and part-time work during the school year?**

		0	*1-5*	*6-10*	*More than 10*
a)	Sports organized by the school *(e.g. varsity basketball, hockey)*	O1	O2	O3	O4
b)	Sports <u>not organized</u> by the school *(e.g. minor hockey, soccer club)*	O1	O2	O3	O4
c)	Organized activities by the school *(e.g. drama, clubs, band, student council)*	O1	O2	O3	O4
d)	Organized activities <u>not through</u> the school *(e.g. Cadets, Junior Achievement)*	O1	O2	O3	O4
e)	Social action groups *(e.g. environment, animal protection, politics)*	O1	O2	O3	O4
f)	Volunteer work in your community	O1	O2	O3	O4
g)	Tutoring another student	O1	O2	O3	O4
h)	Part-time employment	O1	O2	O3	O4

E5) **How much do you know about the role of each of the following?**

		Nothing	*Very little*	*A fair amount*	*A lot*
a)	District Education Council (DEC)	O1	O2	O3	O4
b)	Parent School Support Committee (PSSC)	O1	O2	O3	O4
c)	Student council	O1	O2	O3	O4
d)	Municipal government	O1	O2	O3	O4
e)	Government of New Brunswick	O1	O2	O3	O4
f)	Government of Canada	O1	O2	O3	O4
g)	International organizations *(e.g. United Nations, World Trade Organization, NATO)*	O1	O2	O3	O4

E6) **Do you plan to vote in the following elections when you are legally entitled to?**

		N/A	*Yes*	*No*
a)	Student council election at university or college *(If you don't plan to attend a post-secondary institution, indicate N/A.)*	O0	O1	O2
b)	Municipal election		O1	O2
c)	Provincial election		O1	O2
d)	Federal election		O1	O2

E7) **Were your parents/guardians involved in the following?**

		Yes	*No*	*Don't know*
a)	District Education Council (DEC)	O1	O2	O3
b)	Parent School Support Committee (PSSC)	O1	O2	O3
c)	Home and School Association	O1	O2	O3

SECTION F: Language Skills

F1) **If you were enrolled in French Immersion, were you enrolled in:**

- Early French Immersion (Grades 1-12) O1
- Late French Immersion (Grades 6-12) O2
- Never enrolled in French Immersion *(English program/Core French)* O3

F2) **If you were enrolled in French Immersion did you:**

- Continue with the French Immersion program until Grade 12? O_1
- Switch to the English program before or in Grade 8? O_2
- Switch to the English program in high school? O_3
- N/A *(I was never enrolled in French Immersion)* O_0

F3) **Indicate how much you agree with the following statements concerning language skills.**

		Strongly disagree	*Disagree*	*Agree*	*Strongly agree*
a)	I am comfortable using French outside school.	O_1	O_2	O_3	O_4
b)	When I was last taught French second language, I could easily understand my teacher.	O_1	O_2	O_3	O_4
c)	I can easily understand new ideas in French.	O_1	O_2	O_3	O_4
d)	I use French in my daily activities.	O_1	O_2	O_3	O_4
e)	I am comfortable using a third language.	O_1	O_2	O_3	O_4
f)	I am satisfied with the opportunities that my school gave me to participate in third language courses.	O_1	O_2	O_3	O_4

F4) **Were you ever enrolled in a third language course at school?**

- Yes O_1
- No O_2

F5) **What was your <u>main reason</u> for enrolling in a third language course?**

- Travel purposes O_1
- Personal interest O_2
- Family reasons O_3
- Job opportunities O_4
- Other reason(s) O_5
- I was never enrolled in a third language class O_0

SECTION G: Physical Activity and Healthy Living

G1) **Thinking specifically of your high school years, how do you feel about each of the following statements?**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	My school has provided opportunities to participate in exercise or physical activity other than phys. ed. class.	O1	O2	O3	O4
b)	My school has enabled me to develop positive attitudes towards physical activity.	O1	O2	O3	O4
c)	My school has enabled me to develop positive attitudes towards healthy living.	O1	O2	O3	O4
d)	My school promoted healthy eating by providing easy access to healthy food and snacks.	O1	O2	O3	O4
e)	Teachers showed a positive attitude towards healthy living and health related issues.	O1	O2	O3	O4

SECTION H: Learning environment

H1) **Indicate your overall satisfaction with your high school learning environment.**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	Teachers know their subject area.	O1	O2	O3	O4
b)	When I am being taught I can understand the teacher very well.	O1	O2	O3	O4
c)	Overall, teachers cared about my learning success.	O1	O2	O3	O4
d)	If I did not understand a lesson in class, resources were available to help me learn.	O1	O2	O3	O4
e)	Lessons involved discussion, projects, and activities.	O1	O2	O3	O4
f)	My school has a strong school spirit and learning environment.	O1	O2	O3	O4
g)	My school offers activities and initiatives for the betterment of the students.	O1	O2	O3	O4
h)	I feel my school is well-organized.	O1	O2	O3	O4

SECTION I: My future

I1) **What do you think you are <u>most likely</u> to do when you finish high school?** *(Only one answer is accepted.)*

- Begin studies at a New Brunswick Community College (NBCC) O_1
- Begin studies at a college outside NB *(e.g. CEGEP, Holland College)* O_2
- Begin a diploma or certificate program at a private college *(e.g. CompuCollege, cosmetology school)* O_3
- Begin studies at a public university in NB *(e.g. UNB, UdeM, STU, Mount Allison)* O_4
- Begin studies at a public university outside NB *(e.g. Dalhousie, Acadia, McGill, Carleton)* O_5
- Begin studies at a private university *(e.g. Atlantic Baptist, Lansbridge)* O_6
- Join the Canadian Forces O_7
- Begin work immediately with no plans to undertake further studies O_8
- Begin work immediately and undertake studies later O_9
- Take time off from work and studies *(e.g. travel)* O_{10}
- Other O_{11}

I2) **How far do <u>you</u> expect to go in your future studies?** *(Only one answer is accepted.)*

- Complete high school O_1
- 2-year or less certificate or diploma O_2
- 3-year certificate or diploma O_3
- Certified journeyperson O_4
- Bachelor's degree O_5
- Master's degree O_6
- Doctorate (Ph.D.) O_7
- Professional degrees/designations *(e.g. Medicine, Dentistry, Law)* O_8

I3) **How far do you think <u>your parents/guardians</u> expect you to go in your future studies?** *(Only one answer is accepted.)*

- Complete high school O_1
- 2-year or less certificate or diploma O_2
- 3-year certificate or diploma O_3
- Certified journeyperson O_4
- Bachelor's degree O_5
- Master's degree O_6
- Doctorate (Ph.D.) O_7
- Professional degrees/designations *(e.g. Medicine, Dentistry, Law)* O_8
- My parents/guardians don't have any expectations O_9
- I do not know my parents/guardians expectations regarding my future studies O_{10}

I4) **To what extent do you see the following as barriers for you in furthering your education beyond high school?**

		No barrier at all	*A relatively minor barrier*	*Somewhat of a barrier*	*A major barrier*
a)	Not having enough money to pay for education/ training	O1	O2	O3	O4
b)	Poor school marks	O1	O2	O3	O4
c)	Not knowing what I really want to do	O1	O2	O3	O4
d)	Having to leave home	O1	O2	O3	O4

I5) **Indicate how you feel about each of the following statements.**

		Strongly Disagree	*Disagree*	*Agree*	*Strongly agree*
a)	I am satisfied with the quality of education received in school.	O1	O2	O3	O4
b)	My school has prepared me for future studies.	O1	O2	O3	O4
c)	My school has prepared me for work.	O1	O2	O3	O4
d)	I have learned the skills/abilities needed to undertake further studies *(university, college).*	O1	O2	O3	O4
e)	I have developed abilities which enable me to pursue further studies *(university, college).*	O1	O2	O3	O4
f)	I have received adequate information which will enable me to make decisions about my future.	O1	O2	O3	O4
g)	I have learned skills and knowledge that will assist in my career.	O1	O2	O3	O4

I6) **Are you planning to stay in the province in the future?** *(Only one answer is accepted.)*

- I plan to stay in the province. O1
- I plan to leave the province and come back in a few years. O2
- I plan to leave the province and I have no plan to come back. O3

	Yes	*No*
I7) **In the future, would you agree to be contacted to answer a follow-up survey?**	O1	O2

This now completes the Exit Survey.
Thank you for your cooperation.